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MEASUREMENT OF PUPIL INTEREST IN TYPES OF STORIES AT GRADE 5 LEVEL BY BALLOT METHOD TO DETERMINE CHILD PREFERENCE

Submitted by

Ruth Veronica McManus

(A.B., Boston University, 1933)

In partial fulfillment of requirements for
the degree of Master of Education

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ACKNOWLEDGMENTS

The writer wishes to thank Dr. Helen Blair Sullivan, Professor of Education, Boston University, for her suggestions and guidance during all stages of preparation of this survey and the many classroom teachers who administered the reading material.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

I. INTRODUCTION

The demand that schooling should be adapted to the interests of the child has been persistently voiced by educators during the past years. Reading is frequently considered to be one of , if not the most, important subjects in the elementary school curriculum. Since children succeed better, when their interest is high, it seems desirable that the required reading be appealing to them.

II. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the preferences of fifth grade children for various stories; (2) to discover the preferences of grade five children for three types of narrative stories; (3) to compare the choices of boys and girls for three types of narrative stories; (4) to compare the interests of the upper and lower quartiles in intelligence for three types of narrative stories; (5) to discover the preferences of fifth grade children for three types of informational selections; and (6) to compare the preferences of the boys with the girls and the upper quartile

with the lower quartile in intelligence for three types of informational material.

Importance of the study. Many investigations have been conducted over the preceding years to determine the reading interests of children. A review of these studies revealed that no specific attempt had been made to determine the children's interests in the approved basal readers at the fifth grade level. It seemed worthwhile to this writer to consult the children in many fifth grades to discover their preferences for the material judged by adults to be appealing to them.

In Chapter II may be found a summary of the related literature reviewed which concerns the reading interests of elementary school children.

CHAPTER II

REVIEW OF THE LITERATURE

CHAPTER II

REVIEW OF THE LITERATURE

As stated in the previous chapter many studies have been made to determine the reading interests and tastes of children. Although the writer surveyed all significant investigations of interest in reading, there will be included in this chapter only those works that are pertinent to this study. Attention to children's interests in story content began in 1750, when some of the chap-books written and published by John Newbury were imported from England. In his works are found some of the earliest attempts ever made to write mainly for the entertainment of children. From then on the idea that children's literature was itself an important field of writing slowly took root.[1] Although today there is a keen interest in discovering the child's tastes in reading material, it was not until the end of the last century that the child was consulted directly.

One of the first studies to determine children's interests in reading content was conducted by Wissler in 1898.[2] His investigation took the form of a questionnaire which

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1 Lewis M. Terman and Margaret Lima, Children's Reading.(New York: D.Appleton-Century Company, 1935), p.14

2 Clark Wissler,"Interests of Children in the Reading Work of the Elementary Schools," Pedagogical Seminary, 5:523-540, April, 1898.

was answered by twenty-one hundred children of grades 2-6 in various schools in Indiana. From an analysis of his data he reported that fiction and poetry were the preferred forms of reading. It was noted that although the sexes had much in common at the start, growth brought divergence. Girls, it was discovered, chose books that pictured home life and everyday thought and emotion. Boys, on the other hand, preferred stories of adventure such as, the scout, the explorer, the soldier, or the young man succeeding in life. Later studies by Jordan[3] in 1921, Lancaster[4] in 1938, and Johnson[5] in 1932 found that boys and girls had similar preferences in reading.

In the following year, 1899, Vostrovsky[6] conducted

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3 Arthur M. Jordan, Children's Interests in Reading. (Teachers College Contributions to Education, No. 107. New York: Teachers College, Columbia University, 1921), p.143pp.

4 Thomas Lancaster, "A Study of Voluntary Reading of Pupils in Grades 4-8," Elementary School Journal, 28:525-537, March, 1928.

5 B. Lamar Johnson, "Children's Reading Interests as Related to Sex and Grade in School," School Review, 40:257-272, April, 1932.

6 Clara Vostrovsky, "Children's Taste in Reading," Pedagogical Seminary, 6: 523-538, December, 1899.

an experiment to learn the reading tastes of children. A simple questionnaire concerning voluntary reading was answered by 1,269 children between the ages of nine and nineteen in the schools of Stockton, California. In her conclusions she stated:

> ... Girls prefer domestic stories especially stories about children like themselves, while boys care more for books of adventure.... Women writers seem to appeal more to girls, men writers to boys; hence the authors named by each sex are almost entirely different. [7]

According to the author, girls enjoyed reading boys' books. A similar conclusion was noted in the study of Terman and Lima [8] in 1935, when they remarked, "It is worthy of note, however, that although boys show practically no interest in girls' books, girls show a most decided interest in boys' books." [9]

In 1912 Olcott [10] pointed out that at ages ten to twelve boys and girls develop different tastes in reading. Boys of these ages preferred stories of athletics, of daring

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7 Ibid., p.535.

8 Terman and Lima, op. cit.

9 Ibid., p.72.

10 Frances J. Olcott, The Children's Reading. (New York: Houghton Mifflin Company, 1912), 344 pp.

adventure, and of thrilling dangers and escapes. Girls, on the other hand, chose books of play, home, and school life. In addition to fiction, boys enjoyed history, biography, and books that showed them how to do things.

In 1920 and 1921 Hosic[11] investigated reading interests by means of a survey of school readers. From his study he concluded that the adult opinion which determined children's reading material varied greatly and showed little scientific judgment.

Jordan[12] in 1921 made an intensive study of the voluntary reading of children aged 9-18 inclusive. The investigation was carried out in two parts. The first half was a questionnaire answered by 3,598 school children in Arkansas; Kansas; and Washington, D.C.; while the second half was based on an analysis of books withdrawn by children from eight libraries in and around New York City. Five years later, in 1925, Jordan[13] presented the same questionnaire to children in the schools of Charlotte and Greensboro, North Carolina. There was a marked similarity in the findings of the two studies. His evidence showed that the

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11 James F. Hosic, "The Contents of School Reading Books," School and Society, 11:179-180, February, 1920.

12 Jordan, op. cit.

13 Arthur M. Jordan, Children's Interests in Reading. (Chapel Hill, North Carolina: University of North Carolina Press, 1926), 103 pp.

reading choices of boys and girls were very dissimilar. The major interest of boys was adventure; of girls, fiction. Stories concerned with war and scouting, school and sports, Boy Scouts, and strenuous adventure were most popular with boys. The girls preferred books of home, home and school, and school. Altsheler, a writer of war and scouting, proved to be the most popular author for the boys; while Alcott, who wrote stories of home life, was the girls' favorite. Boys and girls were alike, according to Jordan, in their lack of interest in stories of biography, travel, and information.

The preferences of a class of gifted children with a mean I.Q. of 128 were compared with the preferences of a control group with a mean I.Q. of 96 by Coy[14] in 1923. This was the first study read by this writer which investigated the interests of the bright and the average. Coy found that the literary value of the stories chosen by the two groups was practically the same. The most striking difference between the two groups compared was the amount of reading done. The bright children reported reading twice as many books as the control group. More non-fiction was read and enjoyed by the special group.

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14 Genevieve L. Coy, The Interests, Abilities, and Achievements of A Special Class of Gifted Children. (Teachers College Contributions to Education, No.131. New York: Teachers College, Columbia University, 1923), 194 pp.

During the years 1926 and 1927, Lancaster[15] made a study of the voluntary reading choices of 4,469 Illinois school children in grades 4-8. This finding showed that 98 per cent of the books read by children were prose fiction. In a negative way this revealed the lack of interest in non-fiction. A comparison of the voluntary reading of the boys and girls showed that series books were selected more frequently by the girls, while Indian stories, war stories, and stories of sports were chosen by the boys. Girls, however, did a larger amount of voluntary reading than did the boys. This was so in the opinions of Lehman and Witty[16] in 1928, Johnson[17] in 1932, Terman and Lima[18] in 1935, and Leistikow[19] in 1939. In

15 Lancaster, op. cit.

16 Harvey C. Lehman and Paul A. Witty, "Sex Differences in Reference to Reading Books, Just For Fun," Education, 48:602-617, June, 1928.

17 Johnson, op. cit.

18 Terman and Lima, op. cit.

19 Lydia M. Leistikow, "Inventory of What Children Voluntarily Select to Read," Elementary School Journal, 39: 11-12, September, 1928.

commenting on this point, Terman and Lima said, "The boy, with his outdoor games and sports, has less time for reading than his more restricted sisters."[20] Lancaster further noted that apparently the same types of books were selected by both the slowest readers and the most rapid readers.

This was also found to be true in an experiment conducted by Huber[21] in the following year. Children ranging in ages from 6-15 years in five schools in Yonkers, New York, took part in the investigation. Her results were confined to a comparison of the preferences of the dull, average, and bright for different types of reading material. With a certainty, she concluded that there were marked preferences in the choices of all children. The dull, average, and bright really did discriminate and express consistent preferences. The dull children liked humor less than the children of higher intelligence. The stories of familiar experience appealed to the duller children more than to the brighter children. In conclusion she commented:

> To insure the greatest satisfaction to children in reading, attention should be given to the content and subject matter. Children of dull, average, and superior intelligence have distinct and consistent interest in reading which deserves

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20 Terman and Lima, op. cit., p.68.

21 Miriam B. Huber, The Influence of Intelligence Upon Children's Reading Interest. (Teachers College Contributions to Education, No.312. New York: Teachers College, Columbia University, 1928), 39 pp.

> recognition in curriculum making. This is especially important in the education of the dull children, whose interests on the whole show a striking similarity to those of more intelligent children. [22]

In the same year Lehman and Witty[23] obtained data regarding sex difference in relation to leisure reading from over five thousand children of rural and urban districts of Kansas and Missouri. The authors found that "reading books" was a more popular activity with girls than with boys. Lehman and Witty did not attempt to account for this fact. They were of the opinion that a love of good books was far more important than learning to read.

In 1929, Bruner[24] reported on a two-year study involving fifteen hundred teachers and fifty thousand children in sixteen states. The experiment was conducted to determine the interest and appropriateness of literary and informational materials. From his tables it was shown that in the fourth, fifth, and sixth grades nine out of ten selections receiving the lowest rank were of the descriptive-informational type. He was convinced that the old reading material needed new life and that new material of a more appropriate nature should be found and added. In his opinion the interest element in the descriptive type of informational material

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22 Ibid., p.39.

23 Lehman and Witty, op. cit.,

24 Herbert B. Bruner, "Determining Basic Reading Materials Through a Study of Children's Interests and Adult Judgment," Teachers College Record, 30:285-309, January, 1929.

should be presented in story form and, when necessary, should contain a high dramatic element.

The next year Gates'[25] findings were in partial agreement with Bruner. Gates' investigation revealed that informational material was chosen by children only three out of ten times. He concluded that it was not lack of interest on the children's part, but lack of well written material.

Two years later, in 1932, Johnson[26] contributed an article concerning children's interests as related to sex and grade in school. He used the questionnaire method to determine what books and magazines were read by 1,856 children from grades 5-11 in nineteen different schools in Duluth. His reports were in partial agreement with several studies already reviewed: the sex difference was marked; girls read more than boys; the boys were most interested in adventure; the girls enjoyed home life and school life. Although Johnson's study was conducted ten years after Jordan's,[27] it is interesting to note that Altsheler was still a popular author with the boys and that Alcott was favored by the girls. A further point of agreement between the two studies was found when Johnson stated, "On the whole, the magazines most often read by the

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25 Arthur I. Gates, Interests and Ability in Reading. (New York: The MacMillan Company, 1930), 264 pp.

26 Johnson, op. cit.

27 Jordan, op. cit.

boys and girls are those which are published for adults."[28]

Terman and Lima[29] in 1935 prefaced their findings by remarking : "Children's literature is still in the experimental stage and changes may be expected to take place as a result of new educational aims and methods. In a sense, however, children are themselves the final arbiters of what they read."[30]

According to these authors, the two factors which greatly influence reading interests were sex differences and variations in mental ability. By the age of ten, the sex differences were marked and continued to widen with age. At the ages of ten and eleven, the investigators reported that a decline of interest in fairy tales occurred. Books popular with the girls were stories of travel and other lands. Boys found a new interest in books of invention and mechanics. In partial disagreement with Jordan[31] and Leistikow,[32] Terman and Lima noted that both boys and girls liked biographical stories of a simple narrative type. By eleven, boys and girls were ardent readers of the serious books. Boys chose tales of adventure and mystery, while the Little Colonel Series and the

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28 Jordan, op. cit., p.23.

29 Terman and Lima, op. cit.

30 Ibid., p.15.

31 Jordan, op. cit.

32 Leistikow, op. cit.

Alcott books were outstanding favorites with the girls. This was confirmed by the earlier studies of Jordan,[33] Coy,[34] and Lancaster[35] and by the later findings of Lazar[36] in 1937. Terman and Lima summarized their findings in regard to mental ability by stating that the gifted child read on the whole more books and books of a better quality than did the child of average intelligence.

The year 1937 brought two more studies concerned with the reading interests of elementary school children. Leistikow's[37] findings that all children, regardless of ability, enjoyed reading; that girls read more than boys; and that informational nature books were not so popular as nature books in story form are in agreement, as already noted, with several previous studies. In opposition to Terman and Lima[38] she indicated that folklore, fable, and biography were not read extensively in any grade.

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33 Jordan, op. cit.

34 Coy, op. cit.

35 Lancaster, op. cit.

36 May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children. (Teachers College Contributions, No. 707. New York: Teachers College, Columbia University, 1937), 127 pp.

37 Leistikow, op. cit.

38 Terman and Lima, op. cit.

Lazar[39] contributed her findings on a study which involved a substantial number of children in grades 4-6. She drew comparisons between the reading interests of dull and bright children and the reading choices of boys and girls. Dull children were found to read less than the average children, and they in turn did less reading than the brightest children. The reading of dull children, by comparison, was of a simpler nature. The bright children possessed a wider range of taste, which included more science, biography, and informational material. In summary, Lazar stated, "Very bright children are differentiated from the average children less by the material they read than by the age at which they read it."[40]

From her tables it was evident that the series books were by far the most popular with both boys and girls. Boys chose books of mystery and adventure with detective stories running a close third. Girls, however, placed mystery stories, fairy tales, and adventure at the top.

In 1939, Gray[41] summarized the proceedings of a conference on reading held at the University of Chicago in June of the same year. He noted that the serious divorce between prescribed reading and childhood interest began in

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39 Lazar, op. cit.

40 Ibid., p.125.

41 William S. Gray, editor, Recent Trends in Reading. (Chicago: University of Chicago, 1939), 366 pp.

the fifth grade. He summarized the results of the conference in these words: "Three aspects of the problem of developing reading interests and tastes were recognized in the conference; (1) satisfying children's interests, (2) expanding interests into new fields, and, (3) refining and improving tastes and preferences in reading."[42]

After analyzing data on a study of voluntary reading in 1939, Brumbaugh[43] concluded that the characteristics which caused the greatest interest were dramatic action, humor, and adventure. Children enjoyed stories containing these factors regardless of the type or the quality of the literature in which they were found.

Hill and Trent[44] in 1940 reported that reading the comics was the most common leisure time interest of children in grades 4,5, and 6 in schools in the vicinity of Philadelphia. Children's interests in comic strips were noted as very similar to their interests in reading.

A new technique of checking reading interests was introduced by Thorndike in 1941. To express their preferences children checked fictitious titles. In studying the

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42 Ibid., p.354.

43 Florence N. Brumbaugh, "Children's Choices of Reading Materials," Elementary English Review, 16:226-228, October, 1939.

44 George E. Hill and M. Estelle Trent, "Children's Interests in Comic Strips," Journal of Educational Research, 34:30-36, September, 1940.

results, Thorndike[45] found, unlike Lazar,[46] that while brightness produced some difference in topics of interest, the difference was only marked when the bright child was also older than the dull or the average child. In his opinion, sex was conspicuously more important than age or intelligence.

Gray,[47] in a recent summary of reading investigations, noted a falling off in experiments dealing with children's interests.[48] He reported on a study by Polmantier and Gibson of the reading interests of institutional delinquent boys in Minnesota. The investigators were impressed by the fact that the interests of this group were similar to those of boys in general of the same age level.

Thus it is seen that from Wissler in 1898 to Gray's report in 1944 many investigations have been conducted in order to discover children's voluntary reading interests, to determine the reading tastes of elementary school children for different types of literature, and to analyze the

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45 Robert L. Thorndike, Children's Reading Interests. (New York: Bureau of Publications, Teachers College, Columbia University, 1941), 48 pp.

46 Lazar, op. cit.

47 William S. Gray, "Summary of Reading Investigations July 1, 1942 to June 30, 1943," Journal of Educational Research, 37: 401-427, February, 1944.

48 Paul C. Polmantier and Leonard J. Gibson, "Reading Interests of Institutionalized Delinquent Boys," Journal of Exceptional Children, 9:135-138, February, 1943.

elements in reading which appeal to children. There is no clear picture in the studies reviewed of the reaction of children in separate grades to the material found in their readers. In the light of the previous studies, it seemed worthwhile to investigate the preferences of fifth grade children for the reading material presented to them in several basal readers at the fifth grade level. The following chapter describes the manner in which this study was conducted.

CHAPTER III

METHOD OF PROCEDURE

CHAPTER III

METHOD OF PROCEDURE

As noted in Chapter II, the purpose of this study was to discover, in as far as possible, what type of reading material appealed to children on the fifth grade level. After a careful survey of the fifth grade readers listed below, the writer selected the materials which seemed to be most representative of the types contained in these books. The narrative type chosen were fairy tales, adventure stories, and stories about children of other lands; while the informational material selected was biography, social studies material, and stories with an historical background. This material was taken from the following books: Merry Hearts and Bold, published by D.C. Heath and Company; Tales and Travels, published by Houghton, Mifflin Company; Let's Go Ahead, published by the Macmillan Company; Days and Deeds, published by Scott, Foresman and Company; and Frontiers New and Old, published by Silver Burdett and Company.

In all, twenty stories were chosen for the narrative material; and a like number was selected for the informational type. Each selection was cut from the book and stapled into a cover of its own. The distribution of both types of material is set forth in the charts below.

CHART I

DISTRIBUTION IN TYPES

IN TWO GROUPS OF NARRATIVE SELECTIONS

	Fairy tales	Children of other lands	Stories of adventure	Total
Group I	4	3	3	10
Group II	4	3	3	10

CHART II

DISTRIBUTION IN TYPES

IN TWO GROUPS OF INFORMATIONAL SELECTIONS

	Social studies	Biography	Stories with historical background	Total
Group I	3	4	3	10
Group II	3	4	3	10

Chart I shows that the twenty narrative stories were separated into two groups, and that there were ten stories in each group, four of which were fairy tales; three, adventure stories; and three, stories about children in other lands. Five duplicate sets of each group were prepared. In this way, sets, or packets, of narrative stories were

made ready for the survey. A complete list of the titles used in each group is given in the appendix of this report.

Chart II above shows that the informational material was also arranged in two groups, each containing three social studies selections, four biographical selections, and three stories with an historical background. As with the narrative stories, five duplicate sets of the informational material were prepared for distribution. The titles of the informational material used may be found in the appendix.

All twenty sets, or packets, were given out to fifth grade teachers for use in their classrooms. Printed instructions for conducting the experiment were included in each packet of stories. A copy of these instructions is included in the appendix. Every child read each story separately and stated his preferences as follows:

1. A plus sign (+) for those stories which he liked with enthusiasm.
2. A dash (-) for those stories which he liked without enthusiasm.
3. A circle (o) for those stories which he disliked.

After all the stories had been read and voted upon, each classroom teacher totalled the results and entered them on a tally sheet which had been supplied by the writer. On the following page will be found a copy of the tally sheet used. This summary sheet showed in

separate blocks the total number of votes of enthusiasm, of liking, and of disliking given to each story by boys, girls, and pupils in the upper and lower quartiles in intelligence. Standard tests results were used to determine the upper and lower fourths of each class taking part in the experiment. When no test results were available, it was necessary for the teacher to decide which children made up the brightest quarter of her class and which children made up the lowest quarter. In an attempt to insure authentic results of children's preferences, each teacher was cautioned to encourage independent voting. Children's preferences in this kind of balloting can easily be influenced by the choices of their fellow classmates, or the thought of pleasing the teacher.

POPULATION

The children taking part in this study attended schools in eighteen areas suburban to metropolitan Boston. The narrative material used was read and voted on by 249 children, one hundred twenty-five of whom were boys, and one hundred twenty-four were girls. The total number of children reading and voting on the informational material was 205. Of these, one hundred one were girls, and one hundred four were boys.

Restatement of the problem. An analysis of the data acquired by the procedure just described above will

be made in the next chapter in an attempt to answer the following questions :

1. Which types of stories are most appealing to fifth grade children ?
2. Do fifth grade children enjoy reading social studies material ?
3. Are the sex differences marked ?
4. Do dull and bright children have reading tastes in common ?

CHAPTER IV

ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

This chapter deals with an analysis of the investigation described in the foregoing chapter. Preferences for types of narrative stories, for informational material, and all types of reading are discussed in three separate sections. For the purpose of analysis, tables were constructed, for each section, to present the results of the data obtained from the tally sheet returned by the teachers taking part in this experiment. These tables were then interpreted to indicate the preferences of the entire population, to compare the preferences of boys and girls, and to compare the preferences of the upper and lower quartiles in intelligence. Table I follows on the next page.

TABLE I

ORDER OF PREFERENCE FOR STORIES

FOR TOTAL POPULATION OF 249

	Name of Stories	Per Cent Liking with Enthusiasm	Per Cent Liking without Enthusiasm	Per Cent Disliking
1.	Wild Dog	89.4	7.1	3.5
2.	Josie's Home Run	84.5	8.5	7.0
3.	Jambi Wins a Tiger Tooth	83.0	14.2	2.8
4.	The King's Stilts	83.0	11.4	5.6
5.	Ali Baba and the Forty Thieves	83.0	11.4	5.6
6.	New Shoes	82.4	14.9	2.7
7.	The Silver Penny	79.6	17.7	2.7
8.	A Golden Christmas	79.6	17.6	2.8
9.	The Apple of Content-ment	78.7	19.2	2.1
10.	Mighty Mikko	76.9	20.4	2.7
11.	Aladdin and the Wonderful Lamp	75.0	21.3	3.7
12.	The Reward of Virtue	75.0	20.4	4.6
13.	The Ghost of the Lagoon	71.6	19.8	8.6
14.	The Mystery of the Lovoir	71.1	24.1	4.8
15.	The Spanish Magician	70.3	23.3	6.4
16.	The Hurricane	69.4	23.2	7.4
17.	Adventure at Camp	65.2	24.8	10.0
18.	Children of the Sea	58.1	29.9	12.0
19.	The Lordly Kite	56.5	30.6	12.9
20.	Cast Away in a Depart-ment Store	52.0	35.4	12.6

Table I sets forth the order of preference for the individual stories based on the enthusiastic liking of the entire population. The table should be read thus : eighty-nine and four tenths per cent of the children liked "Wild Dog" with enthusiasm; seven and one tenth per cent liked it; and three and five tenths per cent disliked the story. "Wild Dog," "Josie's Home Run," "Jambi Wins a Tiger Tooth," "The King's Stilts," and "Ali Baba and the Forty Thieves" are shown to be the five most popular stories. On the next page, a graphical interpretation of Table I is presented. The five stories liked best and the four least popular stories are clearly seen by a glance at the graph.

GRAPH A

PERCENTAGES OF ENTHUSIASTIC PREFERENCE OF

TOTAL POPULATION OF 249 FOR STORIES

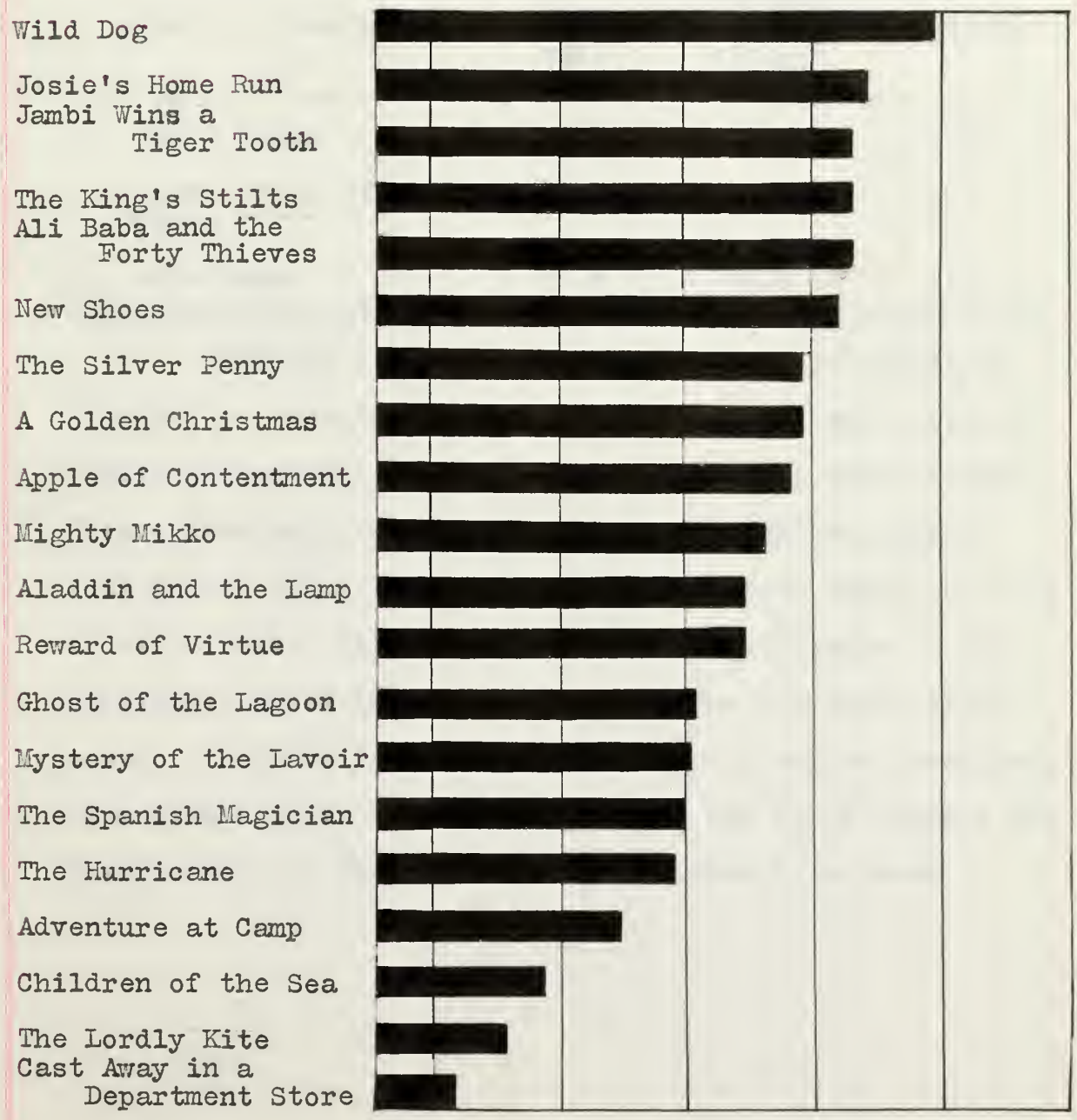


TABLE II

PERCENTAGES OF PREFERENCE OF TOTAL POPULATION OF 249 FOR THREE STORY TYPES

Types of Stories	Per Cent		
	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1. Fairy tales	74.2	20.3	5.5
2. Children of Other Lands	70.1	22.2	7.7
3. Adventure	77.5	16.5	6.0

Table II reveals that fairy tales were preferred slightly to adventure stories, which in turn were liked a little better than stories about children of other lands. When enthusiastic liking is compared, adventure stories rank first; fairy tales, second; and stories about children of other lands, third. There is small difference in the percentage of children disliking each of the three story types. From the results of this study it may be concluded, in a general way, that the stories in the fifth readers are satisfactory to the children on the grade five level.

YOUNG AMERICANS

Boys and girls come out to play;
The moon doth shine as bright as day.
Leave your supper and leave your sleep,
And come with your playfellows into the
street.
Come with a whoop, come with a call,
Come with a good will or not at all.

— OLD RHYME.

THE REWARD OF VIRTUE

What does the title of this story mean? Read the story and see if you can find out what the "reward" was and what the "virtue" was.

1. THE PICNIC

Juliana and Timothy Avon went to school in the white schoolhouse on the edge of the village. So they knew all the children of their own age in that part of town.

Father gave them each twenty-five cents every Monday morning. Timothy always saved his up for Saturday. But Juliana was not very good at saving. On Monday afternoons when school was over, she usually took her chum, Isabel, to the ice-

cream parlor. There the two girls would spend Juliana's allowance on ice-cream cones and lollipops.

Now this particular Monday was a holiday, and there was no school. Mother, for a treat, had given Juliana and Isabel a small picnic lunch in a stout paper bag. They had eaten the lunch under the oak tree in the meadow. Mother had put into the bag lettuce sandwiches, beef sandwiches, a pint bottle of milk, and some plums and sponge cake.

The children ate the sponge cake first, then the plums, then the lettuce sandwiches. Next they drank the milk. When it came to the beef sandwiches, Juliana had had enough and could not eat hers. So she put it back into the paper bag. She thought that she might like to eat it later in the afternoon.

For dessert, they had gone to the ice-cream parlor for an ice-cream cone apiece. After this Isabel went home. Juliana, licking a large crimson lollipop and carrying the paper bag, went into the general store of the village. It was near the ice-cream parlor.

As she entered the store, it came over her with a dreadful shock that the next Wednesday would be Father's birthday. Now she had no money left to buy him a present, for she had spent her entire allowance on sweets. She thought mournfully that she should have been saving for two weeks. She wanted to buy Father a beautiful necktie, marked fifty cents. She had seen and admired it in the store last week. But she had forgotten about it.

She went to the rack of neckties. There it was still. It was covered with green flowers on a crimson ground and had black polka dots sprinkled here and there. To Juliana it seemed the most beautiful of neckties and just right for Father. But, oh, dear! she had no money. She had spent every penny.

She read the notices pinned up on the bulletin board. The Green Inn wanted a dishwasher. Somebody wanted a man to come three days a week to work in the garden. Several people wanted houseworkers and mothers' helpers. Also there was a sign that interested her at once. It was carefully printed with ink.

Lost: Little white kitten with gray spot on its nose. Finder please return to Sammy Badger. Reward is offered.

Now Juliana, and most of the other children, thought Sammy Badger the most ridiculous little boy in school. His classmates all made fun of him. He wore spectacles and a large bow tie, studied hard, had shy manners, never played games, and was an only child. His mother dressed him much better than the other boys and scolded him if he got his clothes dirty.

However, Sammy had lost his kitten and Juliana was sorry for him. She knew just how she and Timothy and Benjy would feel if anything happened to their cat, Jungle. Wouldn't it be grand if she could find the kitten for Sammy and get the reward? The Badgers were well-to-do. Probably, they would pay as much as fifty cents.

But it was no use to stand there dreaming. There was small chance of her finding the kitten. She knew that.

Her eyes returned to the advertisements on the bulletin board. She decided that she would try to get a job. She would go first to the Inn. Then,

if that failed, someone called Mrs. Meecham wanted a girl to come in the afternoons and mind the baby. She was sure she could do that. She loved babies and liked to play with them.

2. FINDING WORK

Juliana went down the village street and around to the back door of the Green Inn. She knocked. A kitchen man, with a dirty white cap, stuck his head out of the pantry window and asked what she wanted.

"Do you want the dishes washed this afternoon?" asked Juliana. She held her lollipop behind her. She thought it might make her appear rather young.

But the man burst out laughing and called to one of the waitresses. "See who's here to wash up our dishes for us!" he cried rudely.

The waitress looked out and giggled. Juliana's feelings were hurt. She grew very red, and without another word, turned and ran away as fast as she could go.

Next she went to Mrs. Meecham's house. When she got to the gate she saw the baby sitting in a basket under the trees. He was immensely fat. He was fretting and trying to reach a toy he had thrown out of the basket. Juliana rang the doorbell. Mrs. Meecham appeared and looked down at the little girl.

"What do you want?" she asked.

"I saw your notice in the store," explained Juliana. "I'll amuse the baby all the afternoon for twenty-five cents."

Mrs. Meecham smiled at Juliana, but she shook her head.

"No, child," she said with a sigh. "You're too small. I'd just have you to worry about as well as baby. Run along, dear."

After that, there was nothing to do but go. So Juliana went.

Outside the gate she paused. She stood in the middle of the path, swinging the paper bag to and fro. She was puzzled, and she asked herself the question, "What can I do that people will pay me for?" Then she thought, "I can weed gardens. I do that sometimes for Father."

She looked up and down the village street. Nearly everyone had a garden. But either the owners took care of their own gardens, or they had gardeners. All the gardens on the street looked very well kept.

Along the top of the hill there stood a row of cottages. Each house had a little front yard and a narrow back garden. Juliana determined to try her luck up there.

She climbed the road that led to the top of the hill. Then she turned into a little footpath that passed behind the back yards. She walked along, peering in over the fences.

Most of the gardens looked very neat. She went past one, two, three, four gardens. Her heart bounded as she came to the fifth. It was full of weeds!

Juliana plucked up her courage, climbed the back fence, hurried up the path, and knocked at the screen door. A stout, cheerful-looking woman with a cloth about her head came to the kitchen window.

"What do you want?" she asked.

"I'll weed all your garden for you for twenty-five cents," said Juliana.

The woman looked Juliana up and down and smiled.

"Are you sure you can tell the difference between the weeds and the vegetables?" she asked.

"Oh, I weed a lot for my daddy," cried Juliana eagerly. "I think I know all the vegetables. I'll show you." She turned her head toward the garden and pointed. "See, there are beans. Next are carrots. That's a row of beets. Then come onions. These two rows are lettuce. Over there in the corner are three tomato plants. These right here are radishes."

"Well," said the woman with a smile, "I guess you know enough, and it needs weeding all right. Go ahead and do it."

Juliana felt triumphant. Setting down the paper bag with the sandwich in it, she started at once. She was a quick and thorough worker. But the garden patch was bigger than it looked and had not been weeded for some time. Juliana worked away for a long while. Then the woman came to the window and called to her to rest.

She paused and stood up. Just then she heard a small mewing sound. She looked in the direction from which it came and saw a white kitten. It was scratching at the screen door and trying to get in. Juliana came close and stared very hard at the kitten. It was pure white except for a gray spot on its nose. A thrill of excitement went up and down her spine. She knew that she had found Sammy Badger's kitten.

3. JULIANA'S PROBLEM

The woman came to the door with a saucer of milk. She set it down on the stone step. The kitten began lapping the milk.

"Is that your kitten?" asked Juliana as though it weren't important at all.

"Well," answered the woman, "it seems to be my kitten now. It's been hanging around here for the past two or three days, and I've been feeding it. I don't like to see it go hungry. So I suppose I'll keep it."

Juliana was silent. If the woman kept the kitten how was she, Juliana, to get the reward? But the kitten did not belong to the woman, and she had no real right to keep it.

If she told the woman about the sign in the store, perhaps the woman would return the kitten to Sammy Badger and get the reward. But Juliana felt that she herself had a right to the reward. She had seen the sign and had found the kitten. And, oh, how she wanted the money to buy Daddy's birthday present! So she said not a word but stared thoughtfully at the kitten.

Juliana returned to her weeding, but her head was full of worry. How could she get the kitten away without the woman's seeing her? Would that be stealing? No, it would not be stealing, because the kitten did not belong to the woman

at all but to Sammy Badger. She would only be returning the kitten to its rightful owner.

But ought she not to tell the woman about the notice in the store? And by the time she had finished her weeding, might not the kitten have wandered away again? This last idea worried her very much.

Juliana went on weeding harder and faster than ever. All the time she weeded she kept an eye on the kitten. For a while after drinking its saucer of milk, the kitten dozed on the step and gave no great cause for anxiety. But by and by it woke up and began to play. It first flipped pebbles about. Then it ran up and down the yard in a crazy way that made Juliana nervous.

At last it began climbing the little pear tree by the fence. It dashed along the top of the fence in a frantic manner. Once, to Juliana's horror, it leaped into the next yard. But very soon, to her relief, the kitten came scrambling back.

When Juliana saw the kitten coming towards her, she was sorely tempted to put it into her paper bag there and then. But her conscience troubled her. So, instead, Juliana opened the bag and took

out a bit of the cold beef. This she fed to the kitten, who ate it greedily. After that the kitten never left her side. It stuck close to her ankles, purring and getting under foot as she weeded.

It would be easy enough for her to kidnap the kitten, as she now saw. She merely had to feed it small scraps of meat from time to time. Then after she had been paid and had said good-by to

the woman, the kitten would follow her round the corner of the house. There she could pop it into the bag and make off.

However, in her heart Juliana did not feel very comfortable about this plan. Even though the woman did not own the kitten and did not wish to keep it, wouldn't the honest thing be to tell her about that sign in the store? That meant giving up the reward. This Juliana could not make up her mind to do.

At last the weeding was finished. She looked at her work and felt proud. She was very tired from stooping over in the sun all afternoon, but not a growing weed was to be seen anywhere. The weeds she had pulled out were piled neatly in little heaps along the center path.

Followed by the kitten, Juliana went to the screen door and rapped. The woman came out of the house and looked at the garden with approving eyes.

"Well, this is fine!" she said. "I wouldn't have thought a little girl like you could do such a good job. You're certainly a worker. Here's your quarter. You've surely earned it."

Juliana took the twenty-five-cent piece and twisted it about in her fingers. She said "Thank you," politely. Her heart was beating hard. She was still undecided what course to take. She lingered, standing first on one foot, then on the other.

The woman said, "Run along now, there's a good girl. It's getting late and your mother will be wondering where you are."

Juliana cleared her throat. The woman looked at her questioningly.

"Well?"

"Would you just as soon give me the kitten instead of the twenty-five cents?" Juliana asked. The woman laughed.

"Why, child," she cried, "keep your quarter and take the kitten too. I'll be glad to be rid of it."

Strange to say, Juliana still lingered. She blushed painfully and suddenly said, "I know whose kitten it is. It belongs to Sammy Badger. He's offered a reward for it. I thought I'd better tell you." She hung her head.

For a moment the woman looked keenly at Juliana. Perhaps she understood what had troubled

the child. All she said was, "You did right to tell me, but you're welcome to the reward. Take the kitten back yourself. I don't imagine you'll get much for a homely little cat like that."

Just then a bell rang in the house. The woman cried, "There goes the telephone. Good-by, child," and hurried indoors.

Juliana lost no time. She popped the kitten into the bag and ran off down the road as fast as she could go in the direction of the Badgers' house. Much out of breath, Juliana reached the front door just as the church clock was striking five. She rang the bell, and Mrs. Badger came to the door.

"How do you do, Juliana?" said Mrs. Badger, not very kindly. She knew how the other children made fun of Sammy. "What brings you here?"

Without a word, Juliana reached into the bag and brought out the kitten. It appeared somewhat ruffled by its rapid trip. This was hardly surprising.

"Oh!" exclaimed Mrs. Badger. "Sammy," she called, "hurry and come here and see what Juliana has brought you!"

Sammy appeared in the hallway. When he saw his kitten, he gave a cry of joy and took it tenderly in his arms. "Snowball!" he cried.

"Where did you find Snowball?" inquired Mrs. Badger.

"In one of those back yards up on the hill road," replied Juliana. She did not care to answer many questions about the matter.

"Sammy felt terrible about losing Snowball," Mrs. Badger went on. "We had about decided that she was gone for good. I'm so glad you found her. Wait a minute, Juliana. I have something for you."

She went into a back room and returned with a two-dollar bill in her hand. This she held out to the little girl.

"Oh!" cried Juliana, "isn't that too much?"

"No, indeed! I want you to have it," said Mrs. Badger.

Juliana took a deep breath as her fingers closed over the money. This made two dollars and a quarter she had earned all by herself in one afternoon. What a lot of nice things she could buy with all that!

"Oh, thank you!" she said earnestly. Her eyes shone and she smiled broadly. "Good-by," she added and turned to go.

Sammy stepped forward, struggling with shyness. He found words at last.

"Thanks a lot, Juliana," he murmured with warmth, "for bringing back Snowball."

Just then Juliana decided that Sammy was not a bad sort at all. In fact, he seemed like a very nice little boy. She determined at once not to poke fun at him any more, to stick up for him with the other children at school, and to see that he had some good times.

"I'm glad I found Snowball, Sammy," she answered. "I'm not glad just because of the reward, though I'm pleased to get it, but because you're so fond of her. I know how I'd feel if our cat, Jungle, got lost. Say, Sammy," she continued, "why don't you come over and see us some day after school? We'll show you Jungle and our new puppy, Chug."

Sammy beamed. "All right," he said. The two children waved good-by to each other as Juliana started for home.

"Why, Juliana, how late you are!" cried Mother. "I was beginning to be worried. Did you and Isabel have a nice picnic?"

Then Juliana told her mother all about her exciting day. She showed proudly the big sum of money she had earned.

"But don't tell Daddy until his birthday," she warned. "I want to surprise him."

4. FATHER'S BIRTHDAY

Next morning, right after breakfast, Juliana hurried to the store and bought the beautiful green and red necktie. Then for a dollar she bought a blue and white fountain pen. She also got a big bag of salted peanuts, because Father was fond of them. She had fifteen cents left, so she bought three big five-cent sticks of candy for herself, Timothy, and Benjy.

It was hard to wait till Wednesday to give Father his presents. After school was over on Tuesday, she tied up each gift in tissue paper and ribbon and made little fancy colored labels with "Father from Juliana" printed on them. There was a different label for each gift.

She also tied up Benjy's present for him. Benjy had made a small clay elephant. He had vainly tried to paint it pink with Juliana's water colors. The color wouldn't stick and looked blotchy, but the elephant was quite like an elephant.

Timothy had bought Father a wooden stamp box with a scene in Switzerland on the lid. It had cost him, at the drug store, his weekly allowance of twenty-five cents. Inside was a poem Timothy had written. It read:

Hip hip hooray
I hope and pray
you certainly may
enjoy your birthday.
Your loving son Timothy.

"Goodness!" cried Father when he came down to breakfast Wednesday morning. "Where did these grand presents come from?"

He opened them one by one and was delighted with everything. He praised the elephant, admired the poem, and put on the necktie. "A fountain pen," he said, "is exactly what I needed, and a bag of peanuts is always a treat. But, Juliana, where did you get the money for all this?"

"I earned it," said Juliana proudly. Then she told her story while everyone listened with interest.

True to his promise, Sammy Badger appeared that afternoon. Timothy and Benjy were told by Juliana the astonishing fact that Sammy was a thoroughly good fellow. So the four children played happily together and discovered that they liked each other very much. They praised Sammy to Isabel, and she was won over easily to their opinion.

Indeed, from then on, Sammy's life grew much pleasanter. With Timothy, Benjy, Juliana, and Isabel to back him up, the other children began to treat him more kindly; and some of them even grew to like him. He lost his shyness, and began to join in the games. In time, he made a good many friends, but he always liked the Avon children best of all.

Some Books to Read

This story is adapted from a book by Peggy Bacon named *The Terrible Nuisance.* The stories in it are all interesting. They are about Juliana, her brothers, and their pets. Other pleasant books about everyday boys and girls are *Five Little Friends,* by Sherred W. Adams; *Winter Time,* by Blanche J. Dearborn (these are very easy); *The Caravan of Nick and Dick,* by A. I. Gates, F. T. Baker, and C. C. Peardon (this is easy, too); *Brother and Sister,* by Abbie F. Brown; *Alice-All-by-Herself,* by Elizabeth Coatsworth; and *Tommy Thatcher Goes to Sea,* by Berta and Elmer Hader.

Yes or No

Write on a paper the numbers from 1 to 16. Read the sentences on pages 85-86. If a sentence tells what the

story tells, write *Yes* after the number on your paper. If a sentence does not tell what the story tells, write *No* after its number.

I

1. Father gave Juliana and Isabel a picnic lunch in a shoe box.
2. The girls bought ice-cream cones for dessert.
3. When Juliana was in the general store, she remembered her father's birthday.
4. She read a notice on the bulletin board about a lost dog.

II

5. Juliana went to the Green Inn and offered to do the cooking.
6. Some people at the Inn laughed at her.
7. Mrs. Meecham thought Juliana was too careless to take good care of the baby.
8. At last Juliana got work weeding a garden.

III

9. Juliana saw a kitten and was sure it was Sammy Badger's.
10. She fed the kitten lettuce out of the garden.
11. The woman paid Juliana and let her have the kitten.
12. Juliana took the kitten home and gave it to her mother.

13. Juliana bought her father a necktie, a fountain pen, and some salted peanuts.

14. Benjy made a cake for his father.

15. Father said the necktie was too gay for him.

16. Sammy came to play with the children and they had a good time.

Things to Do

1. Perhaps you have tried to earn money for some special reason. Tell the class what you did to earn the money.

2. The story "The Reward of Virtue" is divided into four parts. Think of another name for the story and another name for each of the parts. Write them on a separate paper. Be sure that the names you choose fit the story.

3. The word *reward* has two syllables. The accent mark is on the second syllable — *re ward'*. The word *butter* has two syllables. The accent mark is on the first syllable — *but' ter*. On a separate paper, divide each of these words into two syllables and mark the accent:

bigger	narrow
footpath	necktie
helper	picnic
kitten	virtue
lettuce	weeding

GENERAL STORE

Probably it was in a store something like this one that Juliana bought the birthday presents.

Some day I'm going to have a store
With a tinkly bell hung over the door,
With real glass cases and counters wide
And drawers all spilly with things inside.
There'll be a little of everything:
Bolts of calico, balls of string,
Jars of peppermint, tins of tea,
Pots and kettles and crockery,
Seeds in packets, scissors bright,
Kegs of sugar — brown and white —
Sarsaparilla for picnic lunches,
Bananas and rubber boots in bunches.

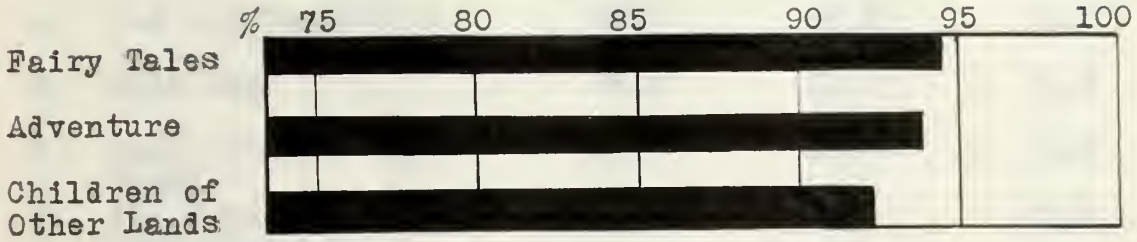
I'll fix the window and dust each shelf,
And take the money in all myself.
It will be my store and I will say,
"What can I do for you today?"

Something to Read

This poem is from a very pleasant book of poems by Rachel Field. The name is *Taxis and Toadstools.* Miss Field has written two other books of poetry that you would probably like. The names are *Branches Green* and *The Pointed People.*

GRAPH B

COMPARISON OF THE PERCENTAGES OF ENTHUSIASTIC PREFERENCE OF THE TOTAL POPULATION FOR THREE STORY TYPES



This graph is a further interpretation of the facts presented in Table II. It sets forth a clear picture of the rank order of preference for the three types of stories. Fairy tales are first, adventure stories are second, and stories about children of other lands are third. Adventure stories were enjoyed almost as well as fairy tales.

Table III, indicating the preferences of boys for the stories, and Table IV, indicating the preferences of girls for the stories, are presented on the next two pages.

TABLE III

ORDER OF PREFERENCES OF 125 BOYS FOR STORIES

	Names of Stories	Per Cent		
		Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1.	The King's Stilts	89.1	8.2	2.7
2.	Wild Dog	89.0	11.9	2.9
3.	Jambi Wins a Tiger Tooth	84.9	13.8	1.3
4.	Ali Baba and the Forty Thieves	80.8	13.7	5.5
5.	Josie's Home Run	80.8	11.9	8.1
6.	New Shoes	80.7	15.8	3.5
7.	A Golden Christmas	80.7	19.3	1.9
8.	The Hurricane	78.8	21.2	0.0
9.	The Silver Penny	78.8	21.2	0.0
10.	Aladdin and the Lamp	78.8	15.8	5.4
11.	Mighty Mikko	76.9	21.2	1.9
12.	The Spanish Magician	75.0	15.8	9.2
13.	The Ghost of the Lagoon	71.2	22.0	6.8
14.	The Apple of Contentment	68.4	28.9	2.7
15.	Reward of Virtue	65.7	26.7	7.6
16.	Mystery of the Lavoir	65.3	27.1	7.6
17.	Adventure at Camp	61.7	27.3	11.0
18.	The Lordly Kite	57.6	30.9	11.5
19.	Castaway in a Store	56.1	30.1	13.8
20.	Children of the Sea	54.9	30.1	15.0

TABLE IV

ORDER OF PREFERENCE OF 124 GIRLS FOR STORIES

	Names of Stories	Per Cent		
		Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1.	Wild Dog	89.4	5.3	5.3
2.	Apple of Contentment	89.4	8.7	1.9
3.	Josie's Home Run	87.9	6.0	6.1
4.	New Shoes	83.9	14.4	1.7
5.	Reward of Virtue	83.9	14.2	1.9
6.	Jambi Wins a Tiger Tooth	80.5	16.6	2.9
7.	A Golden Christmas	80.3	16.2	3.5
8.	The Silver Penny	80.3	14.2	5.5
9.	The Mystery of the Lavoir	76.7	21.6	1.7
10.	The King's Stilts	76.4	14.9	8.7
11.	Aladdin and the Lamp	73.2	25.1	1.7
12.	Ali Baba and the Forty Thieves	73.5	19.2	7.3
13.	Ghost of the Lagoon	72.0	17.6	10.4
14.	Mighty Mikko	71.4	25.1	3.5
15.	Adventure at Camp	70.5	22.1	7.4
16.	The Spanish Magician	66.0	30.5	3.5
17.	Children of the Sea	61.7	29.6	8.7
18.	The Hurricane	60.7	25.1	14.2
19.	The Lordly Kite	55.3	30.5	14.2
20.	Castaway in a Store	47.0	41.3	11.7

A comparison of Table III with Table IV reveals the difference in the reading tastes of the boys and girls who took part in this experiment. Of the top five stories in each case, only two appear in common. "The King's Stilts," placed at the top of the boys' list is found in the tenth position on the girls' list. An even greater range of preference is noted by glancing at "The Hurricane" on both lists. The boys placed it eighth on their list, while the girls put it in eighteenth position. This story was liked by every boy, but fourteen and two tenths per cent of the girls disliked it. Further analysis shows that the second choice of the girls rated fourteenth place on the boys' list. In conclusion, it would seem that in some cases, boys and girls do not express equal enthusiasm for the same stories.

TABLE V

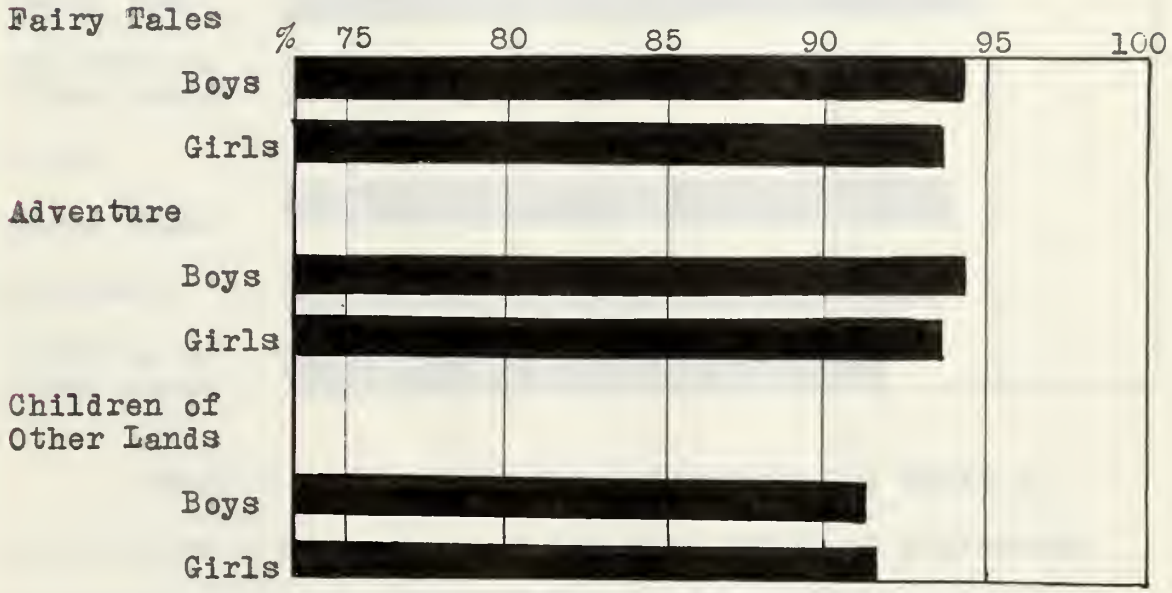
COMPARISON OF THE PREFERENCES OF BOYS AND GIRLS FOR THREE STORY TYPES BASED ON 249 CASES

Types of Stories	Per Cent Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Boys	Girls	Boys	Girls	Boys	Girls
Fairy Tales	75.4	72.9	18.8	21.8	5.8	6.3
Children of Other Lands	69.0	71.2	23.1	21.2	7.9	7.6
Adventure	75.7	79.3	18.6	14.6	5.7	6.5

Table V is read in this manner: seventy-five and four tenths per cent of the boys and seventy-two and nine tenths per cent of the girls liked fairy tales with enthusiasm; eighteen and eight tenths per cent of the boys and twenty-one and eight tenths per cent of the girls liked these stories; and five and eight tenths per cent of the boys and six and three tenths per cent of the girls disliked them. It is seen from this table that the story types are not ranked in the same order by the boys and the girls. The graph on the following page shows more clearly the difference in choice of the two groups.

GRAPH C

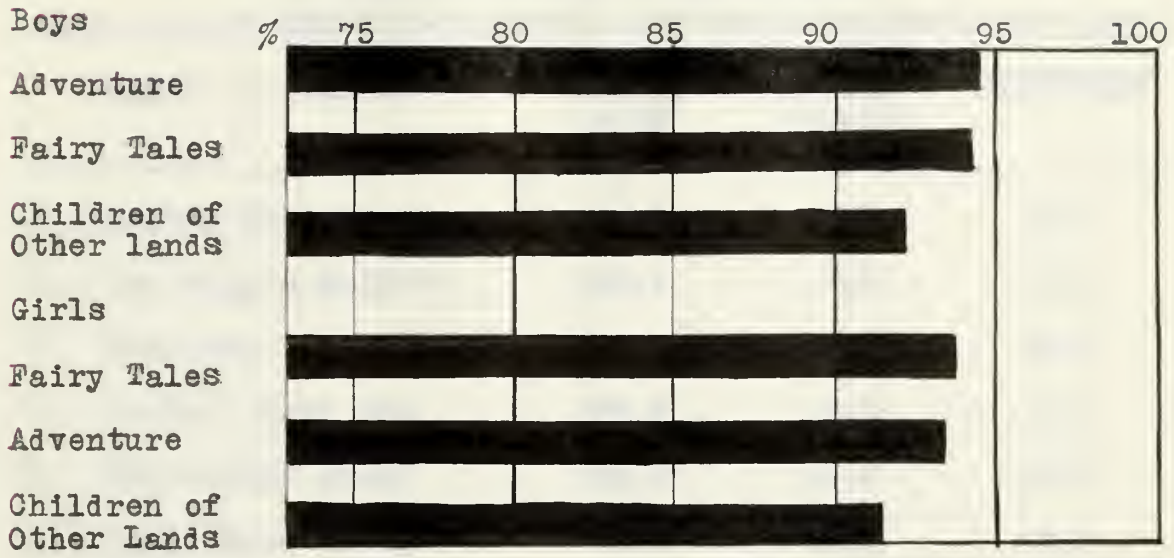
COMPARISON OF PERCENTAGES OF PREFERENCE
OF BOYS AND GIRLS FOR THREE STORY TYPES
BASED ON 249 CASES



Graph C indicates that the three types of stories are not ranked in the same order by boys and girls. The first choice of the boys is adventure; the second, fairy tales; and the third, stories about children of other lands. The girls, on the other hand, prefer fairy tales more than adventure stories and adventure stories better than stories about children of other lands. A comparison of the percentages of preference of the boys and girls, for each type of story shows that the difference is almost negligible.

GRAPH D

COMPARISON OF THE STORY TYPES FOR BOYS AND GIRLS



Graph D is based on the information in Table V. It pictures a comparison of the rank order of preference for the three story types of the boys and the girls.

Table VI on the next page sets forth the order of preference of the upper quartile in intelligence for the stories. The order of preference for the lower quartile is on the following page in Table VII.

TABLE VI

ORDER OF PREFERENCE OF THE UPPER QUARTILE

IN INTELLIGENCE FOR THE STORIES

	Names of Stories	Per Cent		
		Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1.	Mighty Mikko	96.5	3.5	0.0
2.	The King's Stilts	89.7	8.3	2.0
3.	Wild Dog	88.8	11.2	0.0
4.	Josie's Home Run	88.8	8.3	2.9
5.	The Silver Penny	86.2	13.8	0.0
6.	Jambi Wins a Tiger Tooth	86.1	11.2	2.7
7.	New Shoes	84.1	15.9	0.0
8.	Ali Baba and the Forty Thieves	83.3	11.1	5.6
9.	A Golden Christmas	82.7	17.3	0.0
10.	The Apple of Contentment	80.5	19.5	0.0
11.	The Spanish Magician	79.3	15.9	4.8
12.	The Ghost of the Lagoon	77.7	19.6	2.7
13.	Reward of Virtue	75.8	24.2	0.0
14.	The Hurricane	75.8	17.3	6.9
15.	Aladdin and the Lamp	75.6	24.4	0.0
16.	Adventure at Camp	75.0	19.4	5.6
17.	The Mystery of the Lavoir	69.0	31.0	0.0
18.	Children of the Sea	61.1	33.3	5.6
19.	The Lordly Kite	55.1	34.4	11.5
20.	Castaway in a Store	52.7	39.0	8.3

TABLE VII

ORDER OF PREFERENCE OF THE LOWER QUARTILE

IN INTELLIGENCE FOR THE STORIES

	Names of Stories	Per Cent		
		Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1.	New Shoes	92.5	7.5	0.0
2.	Apple of Contentment	86.9	11.1	2.0
3.	The Silver Penny	85.1	14.9	0.0
4.	The Hurricane	85.1	14.9	0.0
5.	Josie's Home Run	80.5	8.3	11.2
6.	Jambi Wins a Tiger Tooth	80.5	16.8	2.7
7.	Wild Dog	77.7	16.6	5.7
8.	The King's Stilts	75.0	11.1	13.9
9.	Ali Baba and the Forty Thieves	72.2	16.7	11.1
10.	Aladdin and the Lamp	70.3	25.9	3.8
11.	A Golden Christmas	70.3	25.9	3.8
12.	Reward of Virtue	70.3	18.5	11.2
13.	The Ghost of the Lagoon	69.4	22.2	8.4
14.	Mighty Mikko	62.9	33.3	3.8
15.	The Spanish Magician	67.9	25.9	11.2
16.	Adventure at Camp	61.1	25.0	13.9
17.	The Mystery of the Lavoir	59.2	33.3	7.5
18.	The Lordly Kite	55.5	29.6	14.9
19.	Cast Away in a Store	52.7	3.3	44.0
20.	Children of the Sea	45.0	38.9	16.1

The similarity in and difference between the reading tastes of the upper and the lower quartiles in intelligence may be observed in Tables VI and VII. "Josie's Home Run" and "The Silver Penny" are two stories that appear within the first five choices of both quartiles. "Mighty Mikko," on the other hand, liked the best by the upper quartile, is in fourteenth place in the list of the lower quartile. Eight stories can be found that were not disliked by any child in the upper quartile; only three such stories can be found in the other list. A further observation of the two tables shows that only one story was disliked by more than ten per cent of the bright children, while eight stories were disliked by more than ten per cent of the dull children. It may be observed that the two groups have some dislikes in common. The five stories liked least by both groups are the same, but in each case the upper quartile liked the stories better than did the lower quartile.

In conclusion, it may be stated that in this experiment the children of the upper quartile in intelligence liked more stories with more enthusiasm than did the children in the lower quartile in intelligence.

TABLE VIII

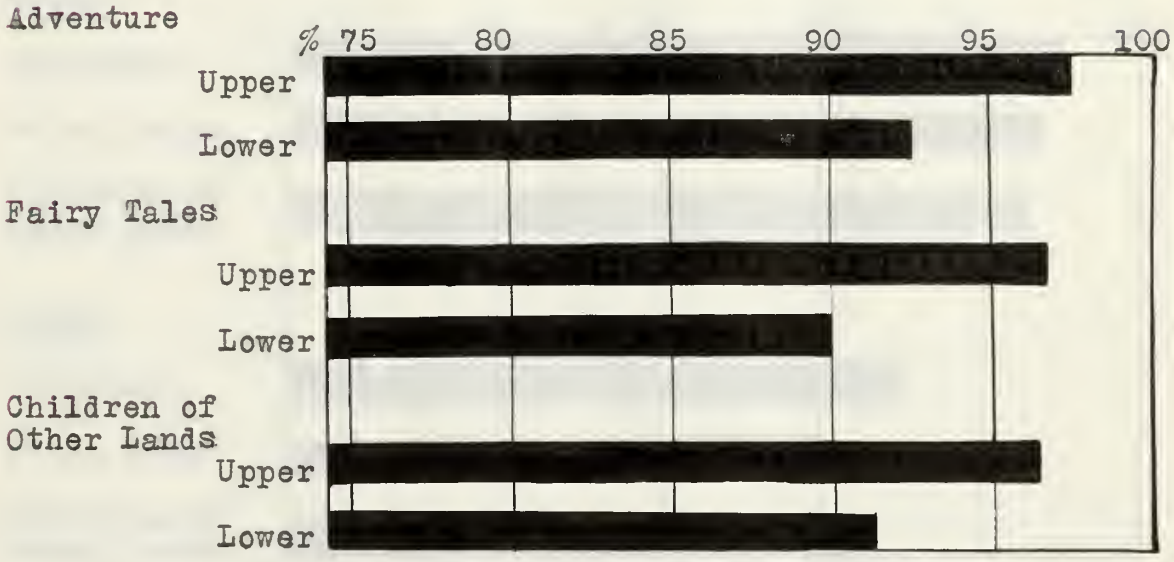
COMPARISON OF UPPER AND LOWER QUARTILES
IN INTELLIGENCE FOR THREE STORY TYPES
BASED ON 249 CASES

Types of Stories	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Lower	Upper	Lower	Upper	Lower	Upper
Fairy Tales	71.8	80.0	20.2	16.9	10.0	3.1
Children of Other Lands	64.0	72.3	27.3	24.1	8.7	3.6
Adventure	76.2	82.2	16.3	15.3	7.5	2.5

This table is read in the same manner as the previous tables. A comparison of the preferences of the two groups reveals a difference in the rank order. Adventure was liked best by the upper quartile, and stories about children of other lands was liked least. The lower quartile placed adventure first and fairy tales last.

GRAPH E

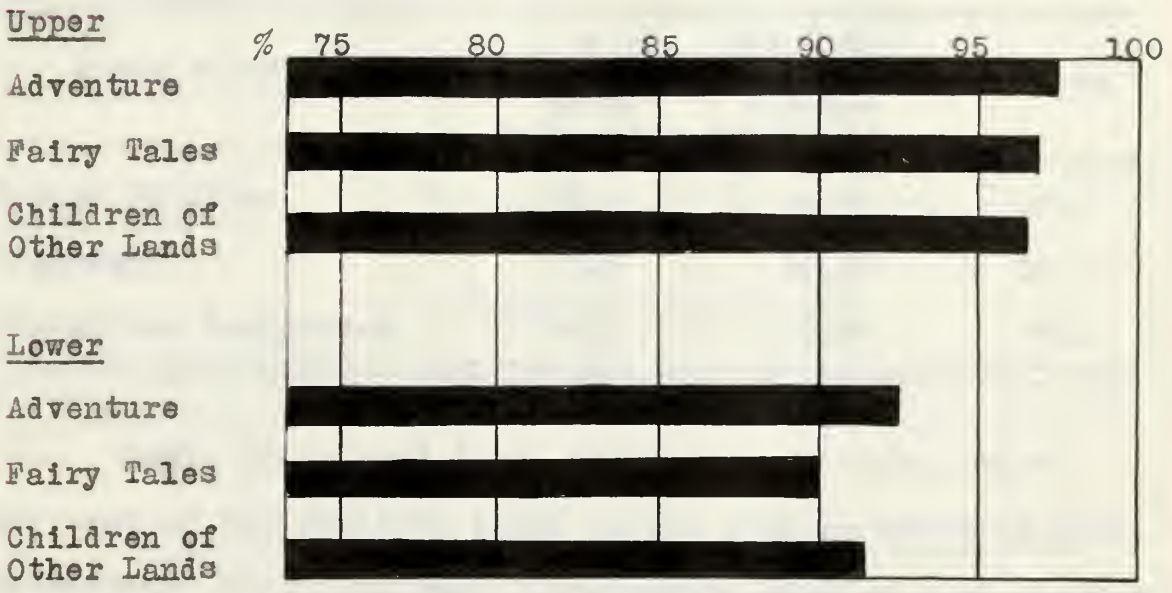
COMPARISON OF PERCENTAGES OF ENTHUSIASTIC PREFERENCE OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR THREE TYPES OF STORIES BASED ON 249 CASES



The above graph shows a comparison of the preferences of the three story types of the upper and the lower quartiles in intelligence. It may be noted that fairy tales, which were ranked first by the entire population, are liked least by the lower quartile. Adventure, the second choice of the total populations, is listed first by the upper quartile.

GRAPH F

COMPARISON OF RANK ORDER OF THREE STORY TYPES OF THE UPPER AND LOWER QUARTILES IN INTELLIGENCE BASED ON 249 CASES



This graph also indicated that the upper quartile in intelligence showed a greater liking for the three story types than did the lower quartile.

TABLE IX

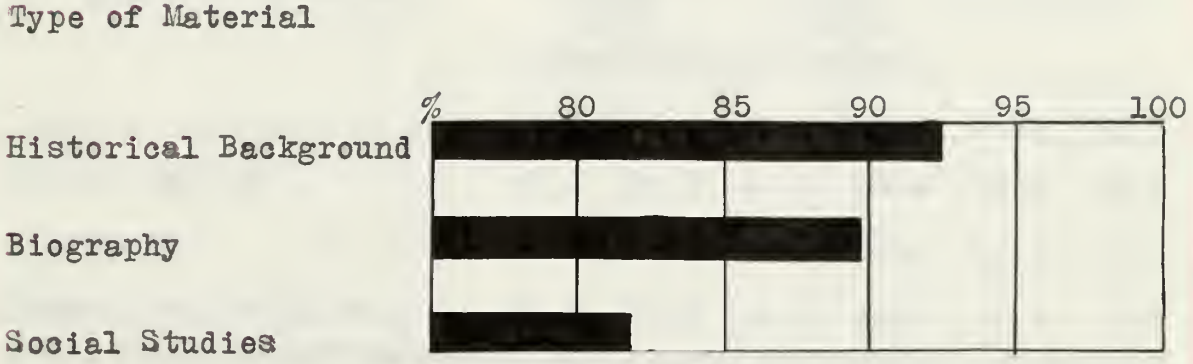
COMPARISON OF PERCENTAGES OF PREFERENCE OF TOTAL POPULATION OF 205 CASES FOR THREE TYPES OF INFORMATIONAL MATERIAL

Types of Material	Per Cent		
	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
Social Studies	41.8	40.0	18.2
Biography	61.7	28.2	10.1
Historical Background	74.3	18.6	7.1

Table IX is read thus: forty-one and eight tenths per cent of the children liked social studies material with enthusiasm, forty per cent liked social studies, and eighteen and two tenths per cent expressed a dislike for this material. It is noted that less than half of the social studies material was liked with enthusiasm.

GRAPH G

PERCENTAGE OF PREFERENCE OF TOTAL POPULATION
FOR THREE TYPES OF INFORMATIONAL MATERIAL
BASED ON 205 CASES



The information for Graph G above was taken from Table IX. The rank order of preference of three types of informational material is shown. Stories with an historical background were the most popular; the social studies material was the least popular. Biography, the second choice, was rated eight and one tenth per cent higher than the social studies material.

TABLE X

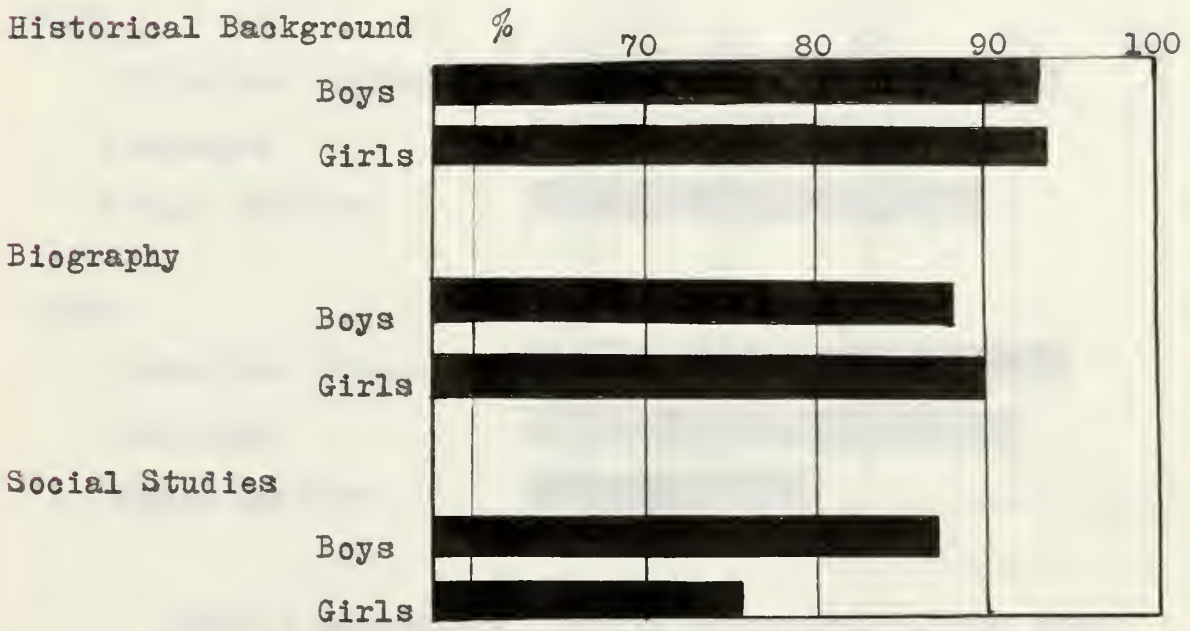
COMPARISON OF PERCENTAGES OF PREFERENCE OF BOYS WITH GIRLS FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 205 CASES

Types of Material	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Boys	Girls	Boys	Girls	Boys	Girls
Social Studies	47.1	36.2	40.3	39.6	12.6	24.2
Biography	53.6	70.0	34.1	20.0	12.3	10.0
Historical Background	74.3	76.8	18.6	16.5	7.1	6.7

A comparison of the expressed preferences of the boys and girls for three types of informational material is indicated in Table X. Although social studies was least popular with both groups, more girls disliked it than did boys. Stories with an historical background were outstanding favorites with both boys and girls. While the rank order was the same for both groups, not all types of material were enjoyed with equal enthusiasm.

GRAPH H

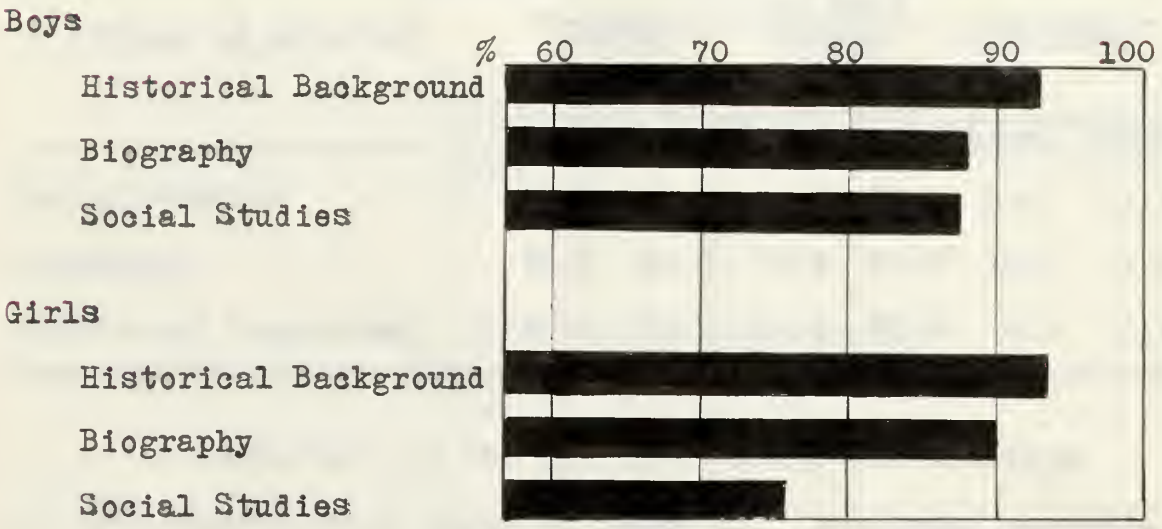
PERCENTAGES OF PREFERENCE OF BOYS AND GIRLS
FOR THREE TYPES OF INFORMATIONAL MATERIAL
BASED ON 205 CASES



Graph H was constructed from the information contained in Table X. From the above graph it is noted that girls enjoyed the stories with an historical background and biography better than did the boys, but the boys favored the social studies more than the girls did.

GRAPH I

COMPARISON OF RANK ORDER OF PREFERENCES OF BOYS AND GIRLS FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 205 CASES



Graph I presents a graphic comparison of the order of preference for both boys and girls. The order of choices is the same for both groups. The boys expressed no significant difference in preference for biography and social studies material. The girls, however, rated social studies material fourteen and two tenths per cent lower than biography.

TABLE XI

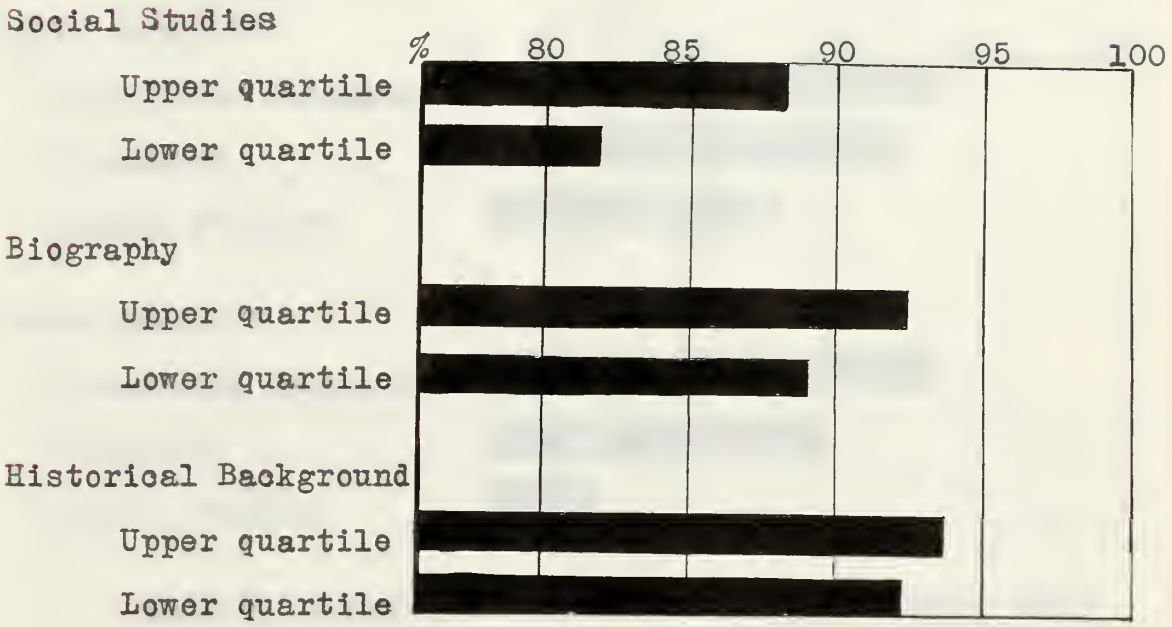
COMPARISON OF PERCENTAGES OF PREFERENCE OF UPPER WITH LOWER QUARTILES IN INTELLIGENCE FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 205 CASES

Types of Material	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Lower	Upper	Lower	Upper	Lower	Upper
Social Studies	39.8	50.3	42.2	37.8	18.0	11.9
Biography	55.7	62.2	34.3	30.3	10.1	7.5
Historical Background	68.6	75.1	24.8	23.5	6.6	6.4

A comparison of the expressed likes and dislikes of both quartiles is shown by Table XI. The upper quartile indicated a greater liking for all three types of informational material than did the lower quartile. The latter showed the greater dislike for all the informational selections.

GRAPH J

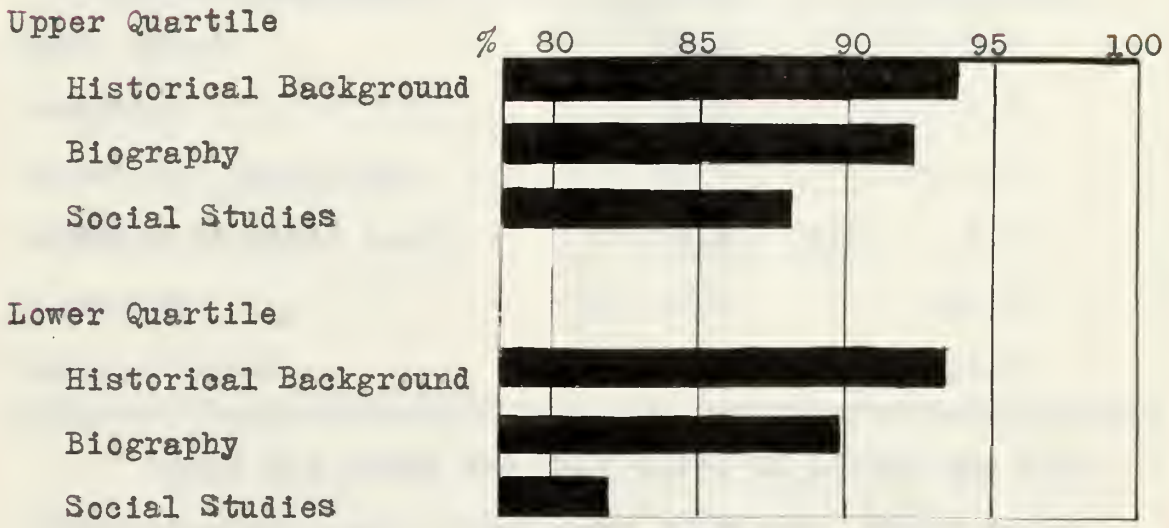
COMPARISON OF PERCENTAGES OF PREFERENCE OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 205 CASES



Graph J, based on Table XI, sets forth a picture of the choices of both upper and lower quartiles in intelligence for three types of informational material. The expressed preferences of both groups for stories with an historical background are practically identical.

GRAPH K

COMPARISON OF RANK ORDER OF PREFERENCE OF THREE TYPES OF INFORMATIONAL MATERIAL OF UPPER AND LOWER QUARTILES IN INTELLIGENCE BASED ON 205 CASES



Graph K, constructed from Table XI, indicates that the rank order was the same for both groups. Once again, it is seen that the upper quartile in intelligence likes all story types with more enthusiasm than does the lower quartile in intelligence.

TABLE XII

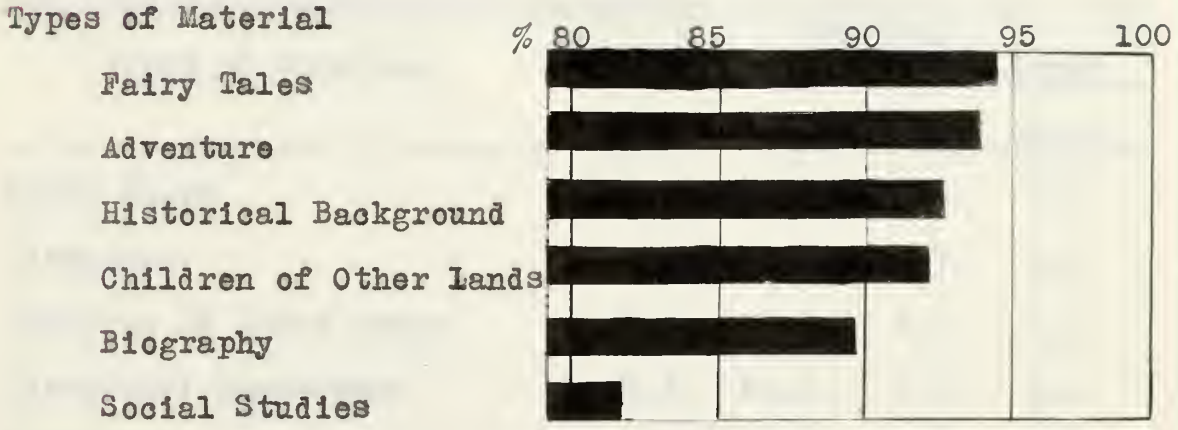
PREFERENCES IN PER CENT FOR LIKING AND DISLIKING FOR ALL TYPES OF MATERIAL BASED ON TOTAL POPULATION OF 454 CASES

Types of Material	Liking	Disliking
Fairy Tales	94.5	5.5
Adventure	94.0	6.0
Historical Background	92.9	7.1
Children of Other Lands	92.3	7.7
Biography	89.9	11.1
Social Studies	81.8	18.2

Table XII shows the rank order of liking and disliking when all story types were combined. Fairy tales, it is noted, were the most popular; and adventure stories were rated second best. Stories with an historical background, classified as informational in this study, were enjoyed more than stories about children of other lands. Social studies material had the least appeal. The rank order of preference for disliking is the same as the order of preference for liking.

GRAPH L

ORDER OF PREFERENCE FOR ALL TYPES OF STORIES
FOR THE TOTAL POPULATION BASED ON 454 CASES



Graph L was set up from the information contained in Table XII. This graph shows that adventure stories were liked almost as well as the fairy tales. The amount of difference in the liking between stories with an historical background and stories about children of other lands is small. Biography was enjoyed to a significantly larger per cent than social studies material.

TABLE XIII

COMPARISONS IN PER CENT OF BOYS AND GIRLS FOR LIKING BEST AND LEAST FOR ALL TYPES OF MATERIAL BASED ON 454 CASES

Types of Material	Per Cent Liking Best		Per Cent Liking Least	
	Boys	Girls	Boys	Girls
Fairy Tales	75.4	72.9	5.8	6.3
Adventure	75.7	79.3	5.7	6.5
Children of Other Lands	69.0	71.2	7.9	7.6
Historical Background	74.3	76.0	7.1	6.7
Biography	53.6	70.0	12.3	10.1
Social Studies	47.1	36.2	12.6	24.2

Table XIII indicates that boys and girls do not like the same story types with equal enthusiasm nor do they show the same dislike. The girls enjoyed most story types better than the boys did. Fairy tales and adventure stories were the two types rated higher by the boys. Less than one half of the boys enjoyed the social studies selections with any enthusiasm. An even smaller per cent of the girls found them appealing. The boys, however, did not dislike the social studies material so much as the girls did; they did dislike biography more.

TABLE XIV

COMPARISONS IN PER CENT OF THE UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR LIKING BEST AND LEAST FOR ALL TYPES OF MATERIAL BASED ON 454 CASES

Types of Material	Per Cent			
	Liking Best		Liking Least	
	Lower	Upper	Lower	Upper
Fairy Tales	71.8	80.0	10.0	3.1
Adventure	76.2	82.2	7.5	2.5
Children of Other Lands	64.0	72.3	8.7	3.6
Historical Background	68.6	75.1	6.6	6.4
Biography	55.7	62.2	10.1	7.5
Social Studies	39.8	50.3	18.0	11.9

From Table XIV it may be seen that the upper quartile enjoyed all the story types more enthusiastically than did the duller children. Without exception, the lower quartile disliked all story types by a larger per cent. The rank order of preference was the same for the two groups.

CHAPTER V

SUMMARY AND CONCLUSIONS

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Summary. As stated in Chapter I, the purpose of this study was to investigate the reading interests of fifth grade children. The experiment was conducted to determine the following facts:

1. Which stories in the fifth grade readers are appealing to grade five children.
2. Which types of narrative stories are most enjoyable to the children in grade five.
3. Which types of informational material are preferred by fifth grade children.
4. Do boys and girls in the fifth grade enjoy the same stories ?
5. Do the upper and the lower quartiles in intelligence in grade five prefer the same stories ?
6. Do fifth grade boys and girls enjoy the same type of narrative stories ?
7. Is there a difference in preference of the upper and lower quartiles in intelligence in grade five for types of narrative stories ?
8. Do the boys and girls at the fifth grade level like the same kind of informational material ?

9. Do the upper and lower quartiles in intelligence in the fifth grade enjoy the types of informational material ?
10. Which type of material, informational or narrative, is rated highest by the whole population, by the boys and girls, and by the upper and lower quartiles in intelligence ?

In an attempt to discover the answers to the above questions, twenty narrative stories, fairy tales, adventure stories, and stories about children in other lands were selected from five different fifth grade readers. An equal number of informational selections, social studies material, biography, and stories with an historical background were chosen from the same fifth grade readers. After the selections were stapled into separate folders, they were read and voted upon by children at a fifth grade level.

Conclusions. The results of this investigation may be summarized as follows:

1. Over nine tenths of the children enjoyed reading the narrative stories presented to them in this study. Fairy tales were rated first; adventure stories, second; and stories about children of other land, last. Adventure stories were liked almost as much as fairy tales.

2. Of the informational material presented in this survey, stories with an historical background were rated best; biography, next; and social studies material, last. Social studies material was liked enthusiastically by less than half of the total population.
3. All the stories offered in this investigation were enjoyed by over eighty per cent of the children. The rank order of preference for all selections was, (a) fairy tales, (b) adventure stories, (c) stories with an historical background,(d) stories concerned with children of other lands, (e) biography, and (f) social studies material. Stories with an historical background,classified here as informational material, were rated higher than stories about children of other lands, a narrative type.
4. Boys and girls showed a different emphasis in their reading interests. The girls rated the narrative stories the same as did the entire population. The boys, however, enjoyed the adventure stories best. The difference in percentage of liking for each type of story by the two groups was almost negligible.

5. Both the boys and girls ranked the informational material in the same order as did the total population. Stories with an historical background were outstanding favorites with both groups. A striking difference in taste is noted, in the reaction of the boys and girls to biography and social studies material. The girls enjoyed biography more than the boys did, while the latter found social studies material more appealing than did the girls. The boys expressed a similar liking for social studies material and biography; the girls rated it fourteen and two tenths per cent less popular than biography.
6. Girls enjoyed adventure stories, stories about children of other lands, stories with an historical background, and biography more than the boys did. Fairy tales and social studies material appealed more to the boys. Of the social studies material presented less than one half of the selections were enjoyed enthusiastically by boys, and only thirty-six and two tenths per cent were favored with enthusiasm by the girls.
7. Similar likes and dislikes in reading preferences were expressed by the upper and the lower quartiles in intelligence. The brighter children, however, liked more selections with more

7. (continued)
enthusiasm and disliked less stories by a smaller per cent than did the duller children. Both groups rated adventure stories best, but the upper quartile liked fairy tales better than did the lower quartile.

8. The order of preference of the bright and the dull for informational material was similar for both groups. Their choices were the same as those of the entire population and of the boys and girls.

9. The order of preference of the upper and the lower quartiles for all selections agreed with the choice of the entire population.

CHAPTER VI

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

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Limitations of the study. The limitations of this study are listed below:

1. The conditions under which the survey was administered were variable since the material was presented by many fifth grade teachers and not by one individual.
2. The total population taking part in this investigation was limited.
3. Intelligence quotients were not available for all the participants.
4. The geographical distribution was restricted.

Problems for further research. Upon completion of this study the author felt that the suggestions listed below might achieve profitable results.

1. To conduct an experiment along similar lines with a larger population.
2. To survey the reading interests of children whose intelligence quotients were recorded.
3. To conduct a similar experiment with a wider geographical distribution.

4. To survey reading interests to discover racial preferences.
5. To conduct a similar investigation which included more selections from more readers.

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APPENDIX

APPENDIX

TITLES OF STORIES INCLUDED IN SURVEY OF THE NARRATIVE MATERIAL

Group I

Ali Baba and the Forty Thieves

Cast Away in a Department Store

The King's Stilts

The Apple of Contentment

Jambi Wins a Tiger Tooth

Children of the Sea

Ghost of the Lagoon

Josie's Home Run

Adventure at Camp

Wild Dog

Group II

Aladdin and the Wonderful Lamp

New Shoes

The Spanish Magician

Mighty Mikko

A Golden Christmas

The Lordly Kite

The Mystery of the Empty Lavoir

The Reward of Virtue

The Hurricane

The Silver Penny

TITLES OF STORIES USED IN SURVEY OF INFORMATIONAL MATERIAL

Group I

Our Neighbors in South America

Mr. Seward's Icebox

The Pony Express

The Tomboy of Bordeaux

Roy Chapman Andrews

Tom Pear-Tree

Eli Whitney's Jig

The Lazy Water Carrier

The Bee Tree

Jonathan's Buffalo

Group II

Mexico- New and Old

Mr. Seward's Icebox

Streamlined Trains

Maid of France

Wilfred Grenfell

Abe Lincoln's Cupboard

Crazy About Rubber

Turi Goes Hunting

Hawk's Hill

Rules No Rules

+

c.) [illegible] ( ) for those stories that you like but not enthusiastic.

d.) [illegible] ( ) for those stories that you neither like nor dislike.

e.) [illegible] ( ) for those stories that you dislike.

3. In reading you are to continue the voting on the stories, [illegible] for those stories which you like very much, [illegible] for those stories which you like, [illegible] for those stories which you neither like nor dislike, and [illegible] for those stories which you do not like.

4. [illegible] will be doing the pasteboard and will [illegible] [illegible] you. Be careful, please [illegible].

5. [illegible] [illegible] [illegible]

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